

Student Success Scorecard 2018 – Completion

Student Progress & Achievement

The Student Progress and Achievement Rate (SPAR) measures the percentage of first-time, degree- and/or transfer-seeking students who received a degree or certificate or reached a transfer-related outcome within a six-year period.

Figure 1. SPAR: Degree, Certificate, or Transfer Completion

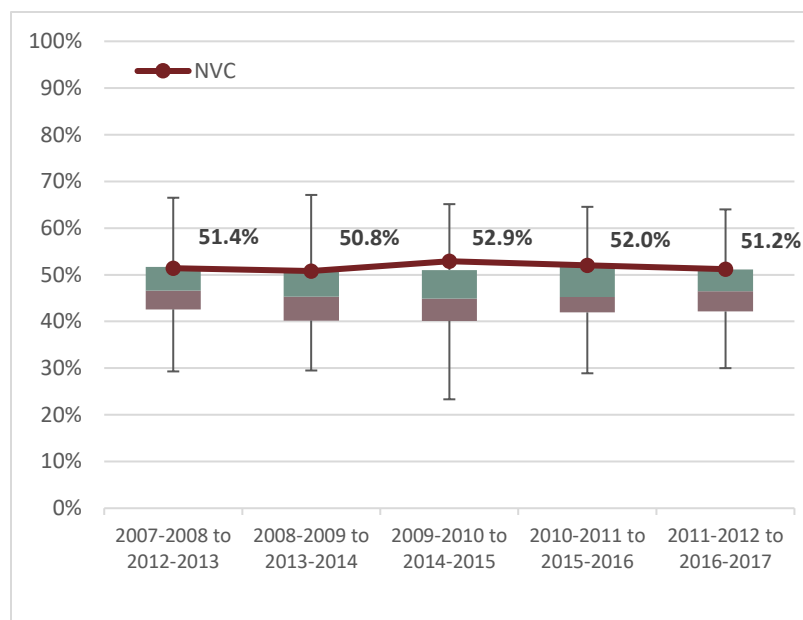


Figure 1. The box-and-whisker plot on the left displays the distribution of SPARs claimed by California Community Colleges over the past five cohorts. Completion is reported by cohort year, and students are tracked over a six-year period to determine whether they reached degree-, certificate-, or transfer-related outcomes. The data points highlighted in the graph represent the percentage of first-time, degree- and/or transfer-seeking NVC students that achieved their educational goals within a six-year period.

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Completion Overall					
Napa Valley College	51.4%	50.8%	52.9%	52.0%	51.2%
Statewide	48.5%	47.5%	47.2%	48.0%	48.2%
Average Among All California Community Colleges	47.3%	46.1%	45.3%	46.3%	46.9%

Summary

The Student Progress and Achievement Rate (SPAR) for NVC ranged from 50.8% to 52.9% over the past five cohorts. As indicated in the box-and-whisker plot, NVC's SPAR exceeded the median rate among California Community Colleges across the five-year period. NVC's rates also exceeded the system-wide rate and the average rate among California Community Colleges (reported in the table above) in all five of the years reported. NVC's SPAR averaged in the 76th percentile across the five years observed.

Student Success Scorecard 2018 - Completion

Student Progress & Achievement: Prepared vs. Unprepared

The SPAR is calculated for two distinct groups of students within annual cohorts, based on courses attempted in English and mathematics. Students whose lowest attempted course in English is non-transferable and/or whose lowest attempted mathematics course is two or more levels below transferable are identified as “unprepared.”

Figure 2. SPAR: Students Prepared for College Coursework vs. Those That Are Unprepared

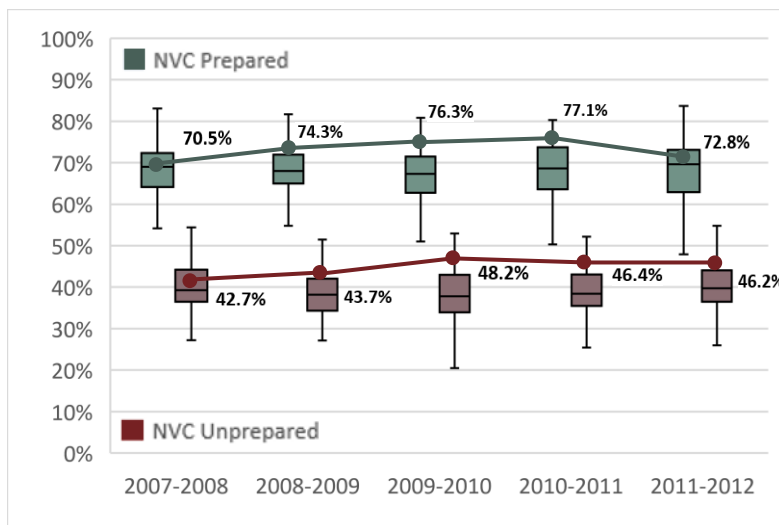


Figure 2. The box-and-whisker plot on the left displays the distribution of SPARs claimed by prepared and unprepared students among California Community Colleges. Performance among NVC’s prepared and unprepared students have exceeded the median rates for the last five cohort years. NVC completion rate among prepared students increased by 2.3%, while the completion rate among unprepared students increased by 3.5% over the past five cohorts. The table below reports the completion rates among prepared and unprepared students and the differences in the performance levels of the two groups at NVC, at the system level, and among all California Community College campuses.

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Completion Prepared vs. Unprepared					
Napa Valley College	51.4%	50.8%	52.9%	52.0%	51.2%
Prepared	70.5%	74.3%	76.3%	77.1%	72.8%
Unprepared	42.7%	43.7%	48.2%	46.4%	46.2%
Difference (Prepared - Unprepared)	27.8%	30.6%	28.1%	30.7%	26.6%
Statewide	48.5%	47.5%	47.2%	48.0%	48.2%
Prepared	70.3%	70.1%	69.2%	70.5%	70.4%
Unprepared	41.1%	40.0%	40.0%	40.8%	41.0%
Difference (Prepared - Unprepared)	29.2%	30.1%	29.2%	29.7%	29.4%
Average Among All California Community Colleges					
Prepared	68.7%	67.9%	66.5%	68.4%	68.4%
Unprepared	40.3%	39.0%	38.6%	39.5%	40.2%
Difference (Prepared - Unprepared)	28.4%	28.9%	27.9%	28.9%	28.2%

Student Success Scorecard 2018 - Completion

Career Technical Education

The Career Technical Education rate measures the percentage of students who completed several courses (equivalent to at least 8 units) classified as career technical education (CTE) or vocational in a single discipline and completed a degree-, certificate-, or transfer-related outcome within six years.

Figure 3. Completion Within Career Technical Education

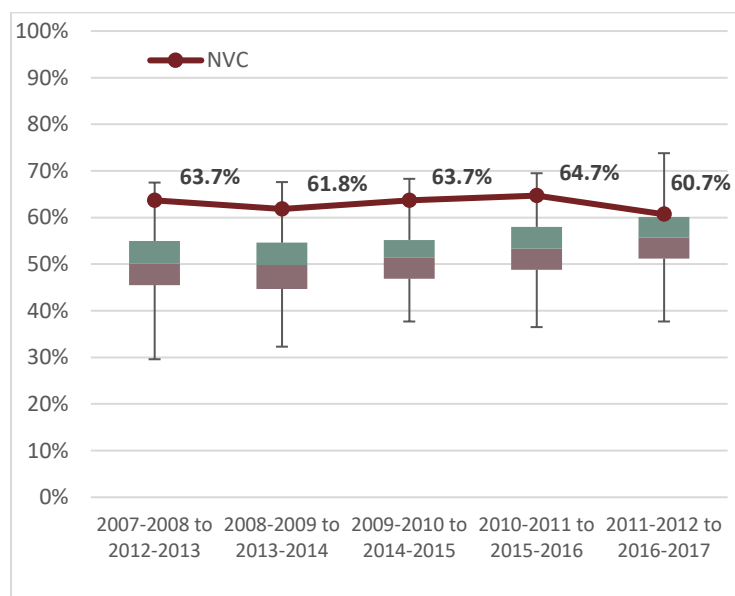


Figure 3. The box-and-whisker plot on the left displays the distribution of completion rates among CTE students among campuses of the California Community College system. Figures are reported by cohort year, and students are tracked over a six-year period. The data points highlighted in the graph represent the percentage of NVC CTE students that achieved a degree-, certificate-, or transfer-related outcome.

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Career Technical Education					
Napa Valley College	63.7%	61.8%	63.7%	64.7%	60.7%
Statewide	50.4%	50.1%	51.5%	53.8%	55.1%
Average Among All California Community Colleges	50.2%	49.9%	50.8%	53.4%	55.0%

Summary

The proportion of NVC students that completed several courses within a CTE discipline and reached a degree-, certificate-, or transfer-related outcome within six years ranged from 60.7% to 64.7% between the 2007-2008 and 2011-2012 cohorts. NVC's rates exceeded both the system-wide and average rates across the five-year period. As indicated in the box-and-whisker plot, NVC's CTE completion rates exceeded the 75th percentile among California Community Colleges in each of the five years examined. NVC's completion rates averaged in the 92nd percentile across the five years observed.

Student Success Scorecard 2018 - Momentum

Persistence

The persistence rate measures the percentage of first-time, degree- and/or transfer-seeking students who enroll in the first three consecutive academic terms anywhere in the California Community College system. This metric is considered a milestone or momentum point, as research shows that students with sustained enrollment are more likely to achieve their goals.

Figure 4. Persistence Across First Three Consecutive Terms

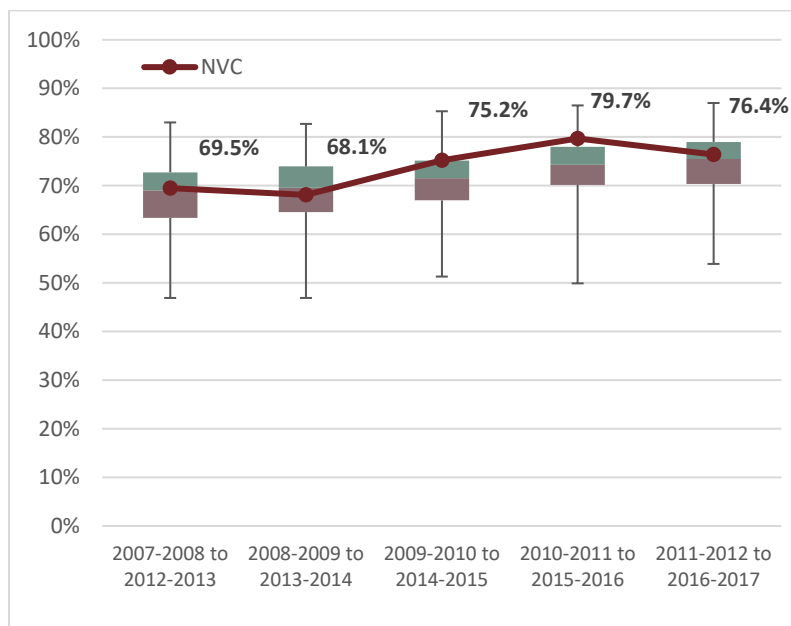


Figure 4. The box-and-whisker plot on the left displays the distribution of persistence rates claimed by California Community Colleges. Persistence is reported by cohort year. The data points highlighted in the graph represent the percentage of first-time, degree- and/or transfer-seeking NVC students persisting for the first three consecutive terms.

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Persistence Overall					
Napa Valley College	69.5%	68.1%	75.2%	79.7%	76.4%
Statewide	70.5%	71.6%	73.2%	75.9%	76.5%
Average Among All California Community Colleges	68.3%	69.1%	70.6%	73.4%	74.2%

Summary

The persistence rate for NVC ranged from 68.1% to 79.7% over the past five cohorts. NVC's persistence rate increased by 6.9% between the 2007-2008 and 2011-2012 cohorts. As indicated in the box-and-whisker plot, NVC's persistence was among the middle 50% and within range of the median of all California Community Colleges for three of the five cohorts reported. The 2009-2010 and 2010-2011 cohorts exceeded the 75th percentile among CCCs as well as the statewide rate. NVC averaged in the 62nd percentile across the 5 years observed.

Student Success Scorecard 2018 - Momentum

30 Units Rate

The 30 units rate measures the percentage of first-time, degree- and/or transfer-seeking students who completed at least 30 units of coursework within six years of enrollment within the California Community College system. Credit accumulation tends to be positively correlated with educational goal attainment and wage gain, with 30 units marking an important threshold.

Figure 5. Completion of 30 Units or More

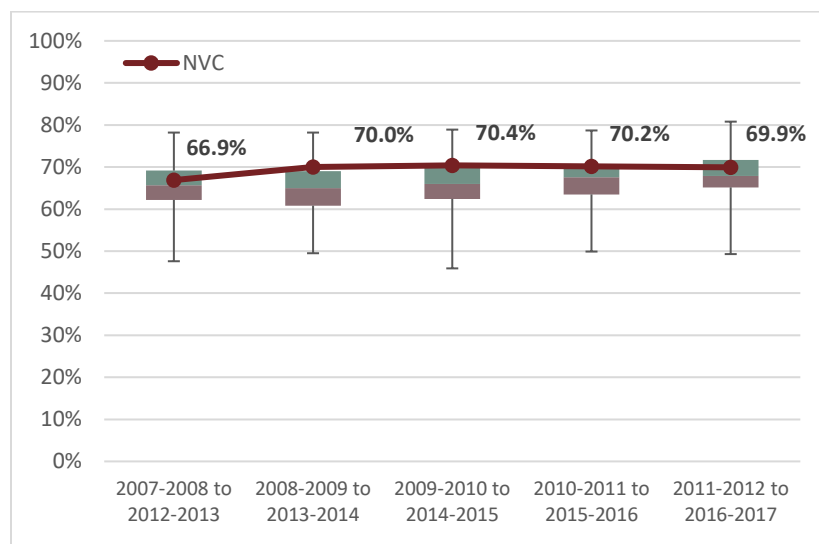


Figure 5. The box-and-whisker plot on the left displays the distribution of the percentage of students completing at least 30 units within the California Community College system. Figures are reported by cohort year, and students are tracked over a six-year period. The data points highlighted in the graph represent the percentage of NVC students that completed at least 30 units.

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
30 Units Overall					
Napa Valley College	66.9%	70.0%	70.4%	70.2%	69.9%
Statewide	66.5%	66.5%	67.6%	68.8%	69.6%
Average Among All California Community Colleges	65.3%	64.8%	65.8%	67.2%	68.1%

Summary

The proportion of NVC students completing at least 30 units ranged from 66.9% to 70.4% between 2007-2008 and 2011-2012. As indicated in the box-and-whisker plot, NVC’s 30 units rate exceeded the median among California Community Colleges in each of the five years examined and exceeded the 75th percentile among the two of the five cohorts. NVC’s 30 units rate exceeded both the system-wide rate and the average rate among California Community Colleges across the five cohorts. NVC’s 30 unit rate averaged in the 69th percentile across the five years observed.

Student Success Scorecard 2018 – Remedial Progress

English

The remedial progress rate for English measures the percentage of credit students that first enrolled in English courses below the transfer level and progressed through the curriculum to complete a college-level English course successfully within a six-year period.

Figure 6. Progress Beyond Remedial English

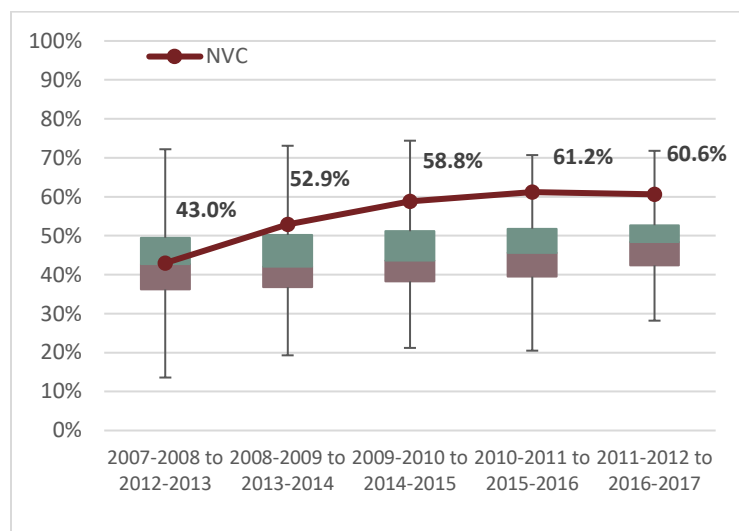


Figure 6. The box-and-whisker plot on the left displays the distribution of remedial English progress rates among California Community College campuses. Figures are reported by cohort year, and students are tracked over a six-year period. The data points highlighted in the graph represent the percentage of NVC students that enrolled in English courses below the transfer level and successfully completed a college-level English course within six years.

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Remedial English					
Napa Valley College	43.0%	52.9%	58.8%	61.2%	60.6%
Statewide	43.5%	43.5%	45.5%	46.9%	48.7%
Average Among All California Community Colleges	42.4%	42.8%	44.3%	45.5%	47.5%

Summary

NVC’s remedial English progress rate exceeded the 75th percentile among California Community Colleges among four of the five cohorts examined (the four most recent observations). In fall 2008, English 100 was restructured as English 90, a non-transferable course. This curriculum change effectively created an additional step for students to complete to qualify as a “success” on this Scorecard indicator. From the 2008-2009 cohort (following the curricular change) to the 2011-2012 cohort, the progress rate increased by 7.7%. NVC’s English progress rates exceeded both the system-wide and average rates among the four cohorts since the change was implemented. NVC’s English progress rate averaged in the 84th percentile across the five years observed.

Student Success Scorecard 2018 – Remedial Progress

Mathematics

The remedial progress rate for mathematics measures the percentage of credit students that first enrolled in mathematics courses below the transfer level and progressed through the curriculum to complete a college-level mathematics course successfully within a six-year period.

Figure 7. Progress Beyond Remedial Math

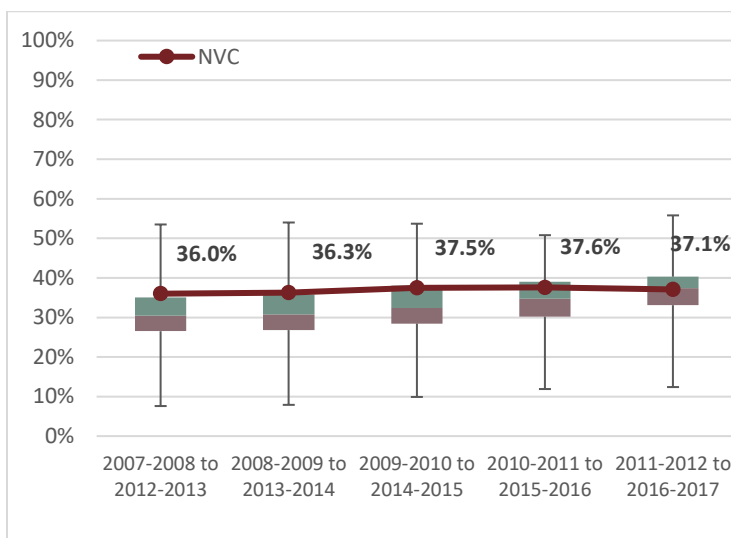


Figure 7. The box-and-whisker plot on the left displays the distribution of remedial mathematics progress rates among California Community College campuses. Figures are reported by cohort year, and students are tracked over a six-year period. The data points highlighted in the graph represent the percentage of NVC students that enrolled in mathematics courses below the transfer level and successfully completed a college-level mathematics course within six years.

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Remedial Mathematics					
Napa Valley College	36.0%	36.3%	37.5%	37.6%	37.1%
Statewide	30.5%	30.9%	32.6%	34.2%	36.5%
Average Among All California Community Colleges	30.9%	31.1%	32.9%	34.5%	37.0%

Summary

The proportion of NVC students that enrolled in mathematics courses below the transfer level and successfully completed a college-level mathematics course within six years increased by 1.1% between the 2007-2008 and 2011-2012 cohorts. As indicated in the box-and-whisker plot, NVC’s remedial mathematics progress rate exceeded the median value in four of the five cohort years and exceeded the 75th percentile in two of the five cohorts examined. NVC’s progress rates exceeded both the system-wide and average rates among all five cohorts. NVC’s mathematics progress rate averaged in the 68th percentile across the five years observed.

Student Success Scorecard 2018 – Remedial Progress

English as a Second Language (ESL)

The remedial progress rate for ESL measures the percentage of credit students that first enrolled in ESL courses below the transfer level and progressed through the curriculum to complete a college-level ESL or English course successfully within a six-year period.

Figure 8. Progress Beyond Remedial ESL

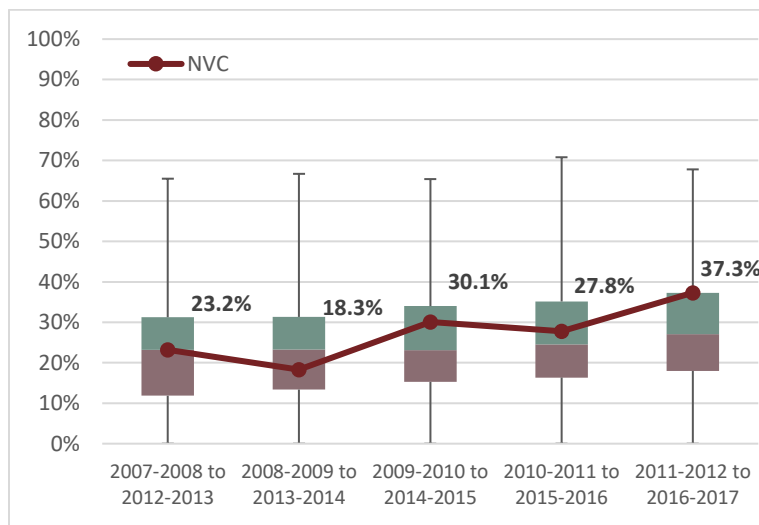


Figure 8. The box-and-whisker plot on the left displays the distribution of ESL progress rates among California Community College campuses. Figures are reported by cohort year, and students are tracked over a six-year period. The data points highlighted in the graph represent the percentage of NVC students that enrolled in ESL courses below the transfer level and successfully completed a college-level ESL or English course within six years.

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Remedial ESL					
Napa Valley College	23.2%	18.3%	30.1%	27.8%	37.3%
Statewide	27.2%	28.5%	28.6%	30.6%	33.4%
Average Among All California Community Colleges	24.0%	24.9%	25.5%	27.0%	28.5%

Summary

Across the system, performance on the ESL progress rate tends to be low, as more than 65% of campuses claimed ESL progress rates below 30% each year. As indicated in the box-and-whisker plot, NVC's ESL progress rate exceeded the median among California Community Colleges among the most recent three cohorts and fell below the median in the 2008-2009 cohort. NVC's rates were lower than the statewide rates among three of the five cohorts and below the average among California Community Colleges among two of the five cohorts. NVC's ESL progress rate averaged in the 57th percentile across the five years observed.

Student Success Scorecard 2018 – Transfer-Level Skills

Transfer-Level English

The transfer-level English completion metric is calculated based on the number of first-time students who complete 6 units and attempt an English course during their first year and successfully complete a transfer-level English course in their first or second year.

Figure 9. Increase in Successful Completion of Transfer-Level English in First or Second Year

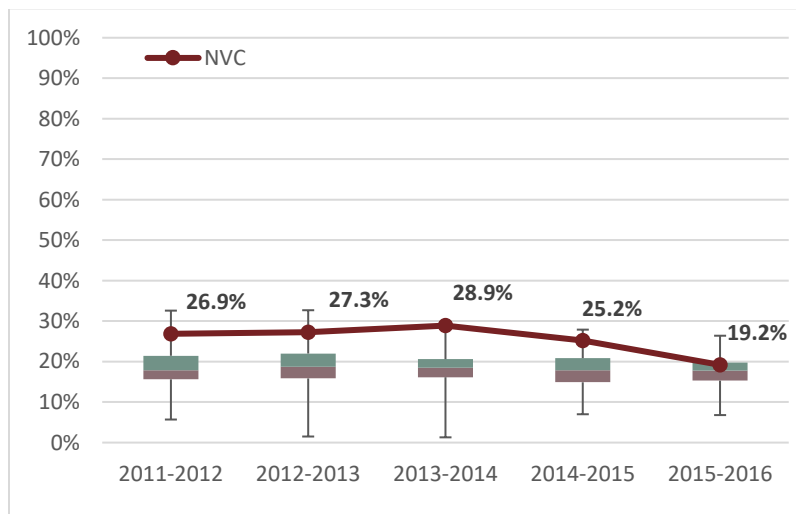


Figure 9. The box-and-whisker plot on the left displays the increase in successful completion of transfer-level English between the first and second year among all campuses of the California Community College system. The highlighted data points indicate the change in successful completion rates among NVC’s cohorts between the first and second year. The table below reports the English completion rates within the first and second years among the five most recent cohorts.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Year 1 English					
Napa Valley College	16.2%	14.5%	19.9%	25.4%	35.5%
Statewide	30.9%	33.4%	35.7%	37.8%	41.2%
Average Among All California Community Colleges	30.5%	33.0%	35.2%	37.5%	40.7%
Year 2 English					
Napa Valley College	43.1%	41.8%	48.8%	50.6%	54.7%
Statewide	49.9%	52.9%	54.5%	56.3%	59.3%
Average Among All California Community Colleges	49.0%	51.8%	53.4%	55.4%	58.2%

Summary

NVC’s successful completion rate for transfer-level English was below that of the statewide rate and the average rate among California Community Colleges for each cohort in the first year and second year. However, as illustrated in the figure above, the increase in successful completion of transfer-level English at NVC exceeded the 75th percentile among California Community Colleges among four of the five cohorts. In the 2013-2014 cohort, NVC claimed the fourth highest increase in successful completion of transfer-level English between the first and second years. While the gap between NVC’s rate and the statewide rate was 14.7% in 2011-2012, the difference decreased to 5.7% by the 2015-2016 cohort.

Student Success Scorecard 2018 – Transfer-Level Skills

Transfer-Level Mathematics

The transfer-level math completion metric is calculated based on the number of first-time students who complete 6 units and attempt a math course during their first year and successfully complete a transfer-level math course in their first or second year.

Figure 10. Increase in Successful Completion of Transfer-Level Mathematics between First and Second Years

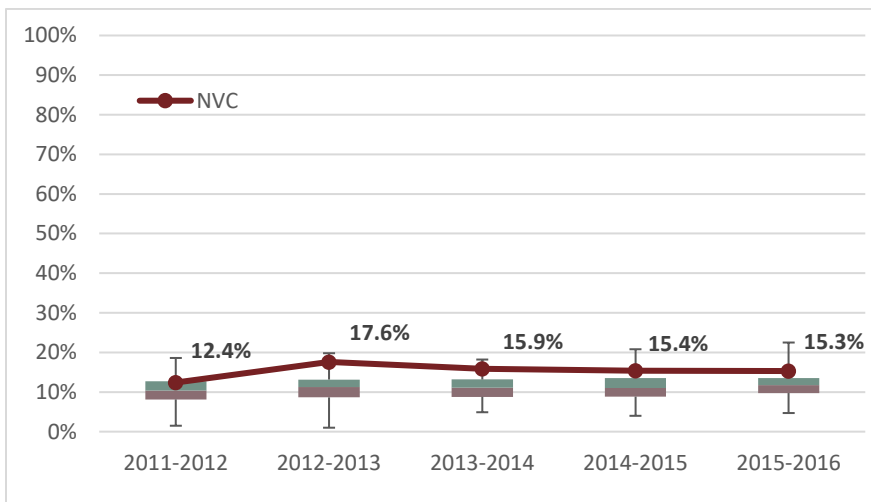


Figure 10. The box-and-whisker plot on the left displays the increase in successful completion of transfer-level math between the first and second years among all campuses of the California Community College system. The highlighted data points indicate the change in successful completion rates among NVC’s cohorts between the first and second years. The table below reports the math completion rates within the first and second years among the fi

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Year 1 Mathematics					
Napa Valley College	22.8%	22.0%	22.3%	24.2%	25.4%
Statewide	14.3%	15.2%	16.0%	17.0%	18.4%
Average Among All California Community Colleges	13.9%	14.9%	15.9%	17.0%	18.3%
Year 2 Mathematics					
Napa Valley College	35.2%	39.6%	38.2%	39.6%	40.7%
Statewide	25.2%	26.8%	27.4%	28.6%	30.4%
Average Among All California Community Colleges	24.4%	26.1%	27.1%	28.1%	30.3%

Summary

NVC’s successful completion rate for transfer-level mathematics was above that of the statewide rate and the average rate among California Community Colleges across the five cohorts. The increase in NVC’s successful completion rates for transfer-level mathematics (between the first and second year) exceeded the median among all California Community Colleges for all five cohorts and exceeded the 75th percentile for four out of five cohorts.